
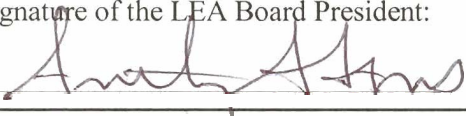


Attachment III

Robert Burns Elementary/Middle School

SIG Part II

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of School Building: Burns Elementary School</p> <p>School Building Code: 035</p>	<p>Mailing Address: 14350 Terry Street, Detroit MI, 48227-5513</p>
<p>School Building Contact for the School Improvement Grant</p> <p>Name: Charlene Harper</p> <p>Position and Office: Principal</p> <p>Contact's Mailing Address: 8145 Puritan Street, Detroit MI, 48227-4068</p> <p>Telephone: (313) 852-0534</p> <p>Fax: (313) 852-0539</p> <p>Email address: charlene.harper@detroitk12.org</p>	
<p>LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager</p>	<p>Telephone: 870-3772</p>
<p>Signature of the LEA School Superintendent/Director: X </p>	<p>Date: 22 FEB 11</p>
<p>LEA School LEA Board President (Printed Name): Anthony Adams, Esq.</p>	<p>Telephone: 873-7860</p>
<p>Signature of the LEA Board President: X </p>	<p>Date: 22 Feb 11</p>
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

As evidenced by the existing school data, Robert Burns is challenged both economically and academically. As a chronically underperforming school, all subgroup performance falls far below state expectations.

Nevertheless, teaching and learning must be the immediate and ongoing focus of school reform efforts. Targets for improvement will be driven by a comprehensive diagnostic review and theory of action conducted by Pearson K-12 Solutions. The information compiled during this comprehensive school diagnostic will include a five-year longitudinal analysis of all available and pertinent school data. In addition, data collected during the school diagnostics will include, but is not limited to:

- Student Achievement and School AYP
- Instruction and Learning
- Interoperability & Quality of Technology Systems
- Quality and use of Core Curriculum
- Effective Use of Data to Inform & Plan
- Leadership Effectiveness
- Aspirations & Engagement Culture
- Quality of Community Engagement Plan

NEED FOR COMPREHENSIVE REFORM

The tables below provide a view of the sub group academic performance and further evidence of the need for comprehensive school reform at Robert Burns Elementary/Middle School. The following is an analysis of the most compelling sub group data:

Eighth Grade-

- Only 27% of Economically Disadvantaged and African American Eighth Graders met State Proficiency Standards in Math.
- Nearly 72.2% of the same groups met the State Proficiency Standards in Reading.
- Reading scores showed an increase as more than 31% students in this subgroup met proficiency over the last three years, while the latest math scores are at a record low when compared to the two previous years.

- Students with disabilities fared the worst with only 10% in mathematics and 10 % in reading meeting the State Proficiency Standards.
- While more female students (82.1%) showed proficiency in reading than male students (72.7%), the number of male students meeting proficiency increased by 41.7% over the last three years. while female student proficiency increased by 20.1%.
- Only 23.5% of male students and 28.1% of female students demonstrated proficiency in math, a decrease from the previous two years.
- Approximately 16.5% fewer males demonstrated proficiency in math while female students scored slipped 9.2% when compared to the previous year's scores.

Seventh Grade-

- Approximately 65.2% of Economically Disadvantaged and African American Seventh Graders met State Proficiency Standards in Math.
- Nearly 52.3% of the of the same sub groups met the State Proficiency Standards in Reading.
- While students from these groups showed consistent improvement over the last three years in both reading (+32.2%) and math (+16.3%), they remain significantly below MI state averages.
- While only 36.4% of students with disabilities showed proficiency in reading, this showed an improvement of 26.4% over the previous year's scores.
- Similarly, only 25% of students with disabilities showed proficiency in math, showing an improvement of 15%.
- Approximately 65% of both male and female students showed proficiency in reading with male students showing an increase of 44.6% proficiency over the last two years and females demonstrating a gain of 29.7% over the same time period.
- Male students (54.8%) showed a slightly higher proficiency rate for math than female students (51.4%) and demonstrated greater improvement (+23.8%) than female students (+11.4) when compared to scores from the last two years.
- Both male and female students demonstrated consistent gains in both reading and math over the past three years, but are far below state average for both.

Sixth Grade-

- Approximately 68.9% of Economically Disadvantaged and African American Sixth Graders met State Proficiency Standards in Math.
- Only 45.9% of the same groups met the State Proficiency Standards in Reading.
- Despite showing a gain of almost 20%, only 50% of students with disabilities showed proficiency in reading.

- Students with disabilities fared far worse in math with only 18.8% meeting the State Proficiency Standards, a decrease of 12% from the previous year.
- Both male (67.7%) and female (69.8%) students showed consistent gains in reading; male students showing a gain of 31.7% gain over the last two years while female student gains were 14.8%
- Less than half of both female (48.8%) and male (41.9%) students demonstrated proficiency in math.
- While scores in math slipped over last year's math scores with fewer female (-3.6%) and male (-3.3%) students showing proficiency, when compared to scores from two years ago, females show a gain of 26.8% of students meeting proficiency standards while male student improvement was 17.9%.

Fifth Grade -

- Approximately 25.6% of Economically Disadvantaged and African American Fifth Graders met State Proficiency Standards in Math showing an continuing decline over the last two years when an additional 28.4% demonstrated proficiency.
- Nearly 37.5% of the same groups met the State Proficiency Standards in Reading, with 15.1% fewer students demonstrating proficiency from the previous year.
- Students with disabilities showed small gains in both reading (+1.7%) and math (+4.2%), yet only 26.7% demonstrated proficiency in reading and 13.3% met the proficiency standards for math.
- Both male (39.6%) and female (36.4%) scores for reading tumbled from the previous year with 4.8% fewer males showing proficiency and an alarming drop of 26.5% of girls demonstrating proficiency.

Fourth Grade -

- Approximately 75% of Economically Disadvantaged and African American Fourth Graders met State Proficiency Standards in Math.
- Nearly 68.5% of the Economically Disadvantaged and African American students met the State Proficiency Standards in Reading.
- Scores for students with disabilities improved in both reading and math and these students had the highest reading meeting rate for the grade at 72.7%, but were far below peers with passing rates of 54.5% in math.
- While both male (68%) and female (70%) proficiency rates for reading are not far apart, they have fluctuated over the past years in an unusual pattern. Male students scored recovered this

year by 11.9% after plunging by 24% last year. Female scores fell this year by 5% after improving last year by 4%.

- Both females (76.7%) and males (73.9%) showed greater proficiency in math, recovering from a dip in scores for students by gender the previous year.

Third Grade

- Approximately 91.7% of Economically Disadvantaged and African American Third Graders met State Proficiency Standards in Math, displaying a consistent pattern of aggressive improvement when compared to students meeting proficiency two years ago (+54%) and student scores from last year (+33.5%).
- Approximately 79.3% of the same groups met the State Proficiency Standards in Reading, again demonstrating consistent improvement when compared to student scores from two years ago (+30.3%) and student scores from last year (+26.1%).
- Students with disabilities had a dismal passing rate of 10% in mathematics and 10% in reading, unchanged from the previous year.
- Both male and female student scores have shown consistent improvement in math over the last three years, showing a proficiency rate in math of 93.9% while females demonstrated a proficiency of 89.7%. These scores display an improvement of 36% for males and 31.2% for females over student scores from the previous year and an amazing improvement rate of 40.9% for males and 54.7% for female student scores from two years ago.
- Both male (87.7%) and female (72.4%) students have also shown improvement in reading proficiency rates with male scores (+32.1%) exceeding the gains made by female students (+22.4%) in reading.

Summary of Analysis

After analyzing the data our School Improvement Team deems it necessary to hire a Math Specialist to work with teachers and students to ensure that research-based best practice instructional strategies in Math are being implemented.

Another reason why Burns did not meet Annual Yearly Progress (AYP), last school year can be attributed to poor school attendance. Last year students were in attendance 79.5% of the time. This means the teachers at Burns had no opportunity to help them learn 20.5% of the time. Additionally, students were late to school on _____ occasions. Again, that indicates lost instructional time and disruption to the learning environment. We want to close this achievement gap by hiring an Attendance Officer to monitor/track students who come late, show excessive absenteeism, and/or leave school early. These attendance indicators will allow us to target

students who need assistance in this area. All students MUST be in attendance in school, in their assigned classes, every day, for the entire school day, and on time to learn, to achieve, and to ensure success.

Learning styles and instructional needs vary from student to student. Our students' performance on MEAP indicates that we are not meeting the needs many of our students. We must provide each student with targeted instruction, designed to meet the student's individual learning needs. Some will need more time to learn than others. For these reasons, we will use the RTI (Response to Intervention) to provide every student with extended time and support needed to learn at high levels.

We will use technology as a tool to enhance student achievement to help close the achievement gap. Video tutorial can help students struggling with new concepts to build understanding in more depth, through a different modality, and in a manner that motivates students to learn. SMART boards will engage our students to practice metacognition and then share their thinking with other students. Our students are part of the digital generation. Giving them learning tools that they enjoy using will encourage them to spend more time learning, improving reading and math skills. Instructional tools will provide immediate feedback to the student in a manner that will motivate them to become readers and thinkers.

This analysis of the achievement data clearly indicates the need for an emphasis on quality first instruction, tiered intervention and extended learning opportunities. The following table provides causes of poor academic performance and proposed solutions, as well as the STEP Model components that support the solutions.

Cause of Poor Academic Performance and Proposed Solutions

Cause of Poor Academic Performance	Proposed Solutions	K -12 Solutions Step Model Component
Some staff members lack qualifications, knowledge and skills to support student learning.	Staff participates monthly in differentiated professional development (PD) to develop content knowledge and skills. Teachers develop a repertoire of highly	Systematically Plan for School Improvement Develop Instructional Leadership

	<p>engaging high yield instructional strategies</p> <p>Instructional Specialists follow up on PD to ensure appropriate application in all classrooms, coaching and modeling while encouraging teacher reflection.</p>	<p>Embed Achievement Support</p> <p>Optimize Conditions for Teaching & Learning</p> <p>Evaluate for Continuous Improvement</p>
Professional development is not aligned strategically with the school improvement plan, as well as all state and district initiatives and frameworks.	<p>Comprehensive Diagnostic Review will lead to collaborative Implementation Plan that will drive an aligned PD initiative.</p> <p>Job-embedded PD opportunities provided by Pearson and other outside consultants.</p> <p>School improvement plan is aligned to teaching and learning goals that require PD for all staff.</p> <p>PD is job embedded, observable in daily instruction, and monitored by regular classroom walk-throughs.</p>	<p>Systematically Plan for School Improvement</p> <p>Develop Instructional Leadership</p> <p>Embed Achievement Support</p> <p>Evaluate for Continuous Improvement</p> <p>Align Curriculum</p> <p>Optimize Conditions for Teaching and Learning</p>
Teachers do not fully utilize the data resources available.	<p>Teachers are provided with PD on using data, support and time to take advantage of all available data to inform planning and differentiate instruction.</p> <p>Job-alike teaching teams learn to effectively collaborate using data during instructional planning.</p>	<p>Systematically Plan for School Improvement</p> <p>Develop Instructional Leadership</p> <p>Embed Achievement Support</p> <p>Align Curriculum</p> <p>Optimize Conditions for Teaching & Learning</p> <p>Foster Knowledge Driven Decision-making</p> <p>Evaluate for Continuous Improvement</p>
Lack of quality first instruction and tiered interventions to ensure mastery learning for all students, including special education students.	<p>Implementation of PD and coaching to increase teacher knowledge and skills relative to quality first instruction, tiered instruction and the incorporation of the mastery learning model into daily practice.</p> <p>Provide extended learning time for targeted interventions.</p> <p>Support quality first instruction with</p>	<p>Systematically Plan for School Improvement</p> <p>Develop Instructional Leadership</p> <p>Embed Achievement Support</p> <p>Optimize Conditions for Teaching & Learning</p>

	instructional tools that motivate digital learners (e.g., SMART boards, instructional technology)	Foster Knowledge Driven Decision-making Evaluate for Continuous Improvement
Teachers lack knowledge and skills to differentiate instruction to meet the needs of all students.	Provide PD, time for collaboration, and elbow coaching to fully implement differentiated instruction to meet the needs of all students. Provide technological tools to support differentiated instruction.	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Optimize Conditions for teaching and learning Evaluate for Continuous Improvement
Student achievement falls far below expectations in cores subject areas.	Extend time for learning by one hour each day. Extend school calendar to 11 months adding 4 months of instructional time Hire Attendance Officer to increase students' instruction time by lowering absences and reducing tardiness.	Systematically Plan for School Improvement Optimize Conditions for teaching and learning Evaluate for Continuous Improvement
Technology is not optimized to engage and support student learning.	Embedded PD in the use of technology for learning.	Utilize Technology for Learning Optimize Conditions for Teaching & Learning Evaluate for Continuous Improvement
The school lacks a comprehensive school-wide student management system.	Provide PD and supports to implement MiBLISI school-wide.	Create Collaborative Education Partnerships Emphasize School Culture Optimize Conditions for Teaching & Learning Evaluate for Continuous Improvement
Low attendance rate of 79.5%	Establish programs and practices to increase student attendance. Hire an Attendance Officer to provide personal follow-up with students and families with chronic tardiness and absence issues.	Systematically Plan for School Improvement Create Collaborative Education Partnerships Emphasize School Culture Evaluate for Continuous

Low attendance rate of 79.5%	<p>Establish programs and practices to increase student attendance.</p> <p>Hire an Attendance Officer to provide personal follow-up with students and families with chronic tardiness and absence issues.</p> <p>Hire School Nurse to work with families with health issues and concerns that keep students from attending.</p>	<p>Systematically Plan for School Improvement</p> <p>Create Collaborative Education Partnerships</p> <p>Emphasize School Culture</p> <p>Evaluate for Continuous Improvement</p>
The community is largely uninvolved with the school.	<p>Reach out to community organizations and agencies to foster additional partnerships.</p> <p>Establish Advisory Council with parent and community representatives to oversee and support school initiatives.</p>	<p>Systematically Plan for School Improvement</p> <p>Create Collaborative Education Partnerships</p> <p>Emphasize School Culture</p> <p>Evaluate for Continuous Improvement</p>
Lack of parental involvement and support.	<p>The School Leadership Team and administration develop a parental involvement program that helps all parents feel comfortable in the school and experience a sense of school ownership.</p> <p>Conduct parent trainings.</p>	<p>Systematically Plan for School Improvement</p> <p>Create Collaborative Education Partnerships</p> <p>Emphasize School Culture</p> <p>Evaluate for Continuous</p>

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Group: 3rd Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	49%	53.2%	79.3%	37%	58.2%	91.7%
Race/Ethnicity						
Students with Disabilities		10%	10%		10%	10%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	50%	55%	87.1%	53%	57.9%	93.9%
Female	54%	50%	72.4%	35%	58.5%	89.7%
Aggregate Scores						
State		86.4%	89.8%		91.3%	94.8%
Group : 4th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	74%	62.5%	68.5%	78%	69%	75%
Race/Ethnicity						
Students with Disabilities		36.4%	72.7%		45.5%	54.5%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A

Gender						
Male	80%	56.1%	68%	80%	72.5%	73.9%
Female	71%	75%	70%	71%	65.7%	76.7%
Aggregate Scores						
State		82.8%	84.1%		87.9%	92.3%

Group: 5th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	40%	52.6%	37.5%	54%	19.2%	25.6%
Race/Ethnicity						
Students with Disabilities		25%	26.7%		9.1%	13.3%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	38%	44.2%	39.6%	57%	21.4%	25.5%
Female	43%	62.9%	36.4%	56%	16.7%	25%
Aggregate Scores						
State		81.5%	85.2%		76.8%	79.5%
Group: 6th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	48%	53.5%	68.9%	24%	51.4%	45.9%
Race/Ethnicity						
Students with Disabilities		30.8%	50%		30.8%	18.8%

Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	36%	38.7%	67.7%	24%	45.2%	41.9%
Female	55%	59.1%	69.8%	22%	52.4%	48.8%
Aggregate Scores						
State		80.5%	87.7%		79.9%	82%

Group: 7th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	33%	61.9%	65.2%	36%	46.4%	52.3%
Race/Ethnicity						
Students with Disabilities		10%	36.4%		10%	25%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	21%	60%	65.6%	31%	42.9%	54.8%
Female	36%	64%%	65.7%	40%	50%	51.4%
Aggregate Scores						
State		79.6%	82%		82.6%	82.2%

Group : 8th Grade	MEAP Reading			MEAP Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	46%	46.8%	78.2%	30%	37.7%	27%
Race/Ethnicity						
Students with Disabilities		10%	10%		10%	10%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless						
Neglected & Delinquent						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	31%	48.4%	72.7%	31%	40%	23.5%
Female	62%	45.1%	82.1%	33%	37.3%	28.1%
Aggregate Scores						
State		75.5%	83.4%		74.5%	70.3%

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	659								
Race/Ethnicity									
Disabilities	94								
LEP									
Homeless									
Migrant									
Gender									
Male	319								
Female	340								
Totals	659			114	67	3			

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	75			NA	N/A	NA	
1	73						
2	72						
3	64						
4	74						
5	60						
6	121						
7	76						
8	60						

Number of Students Enrolled in Extended Learning Opportunities

Year:

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	NA	NA	NA	NA	
7	NA	NA	NA	NA	
8	NA	NA	NA	NA	
9					
10					
11					
12					

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement .			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

- On September 8th during a general staff meeting, the current Principal, Charlene Harper, debriefed the staff sharing general information about the school improvement grant and invited staff to volunteer to work with the School Planning Team (instrumental in the recruitment and retention of highly qualified staff), in completing the grant application. Shared decision making will continue being to determine the work rules and working conditions that are required for the school in order to fully and successfully implement the components of the SIG plan. An Instructional Leadership Team currently exists and will continue to seek input from all stakeholders to ensure transparent and two-way communication. The Instructional Leadership Team is comprised of Burns staff, Community Members with support from Pearson K 12 Solutions. The members are:
 - Charlene Harper, Principal
 - Jacquelyn Caldwell, Literacy Coach
 - Sylvia Tillman, Instructional Technology Coach
 - Darhonda Evans, Middle School Math Teacher/Numeracy Coach
 - Yvonne Horne, Middle School English Language Arts/Title I
 - Cynthia Creagh, Title One Reading Teacher
 - Michelle McMurray, Middle School English Language Arts
 - Leslie Waters, School Librarian/Media Specialist
 - Tracy Jolly, Special Education Resource Teacher
 - Eugene Weich, Title One Math Teacher
 - Tonya Pittman, Social Worker

- Markita Hall, School Improvement Grant Coach
- Margaret Sanford, Principal's Coach/MDE Consultant
- Chester Lewis, Teacher-Retired
- Tracy Jones, Compact Coordinator
- Rick Maxwell, LSCO/PTA President

The staff members who volunteered were asked to attend a workshop (Michigan Department of Education (MDE) Technical Assistance Meeting in Lansing, Michigan) on September 17, 2010. That workshop outlined key components that should be considered to enable the committee to successfully complete the school improvement grant.

On September 29, 2010, a meeting was held with the committee to begin the journey and process of adopting the Turnaround Model that involves constructing a new governance structure and implementing a new and revised instructional program for Burns K-8 School. At this meeting, the committee agreed that changing the existing cultures to a more unified culture, a team type approach, required an individual and collective commitment to the following:

- develop a school climate and culture that utilized collaboration and consensus
- protect and increase instructional time
- dramatically, visibly, and measurably raise student achievement.

The planning committee has committed and pledged themselves to a series of change strategies by signing a 12-month contract that demonstrates their commitment to work with school leaders to develop a collaborative and achievement-focused school culture. Together, we are committed to:

- Providing an enriched, extended school day to provide additional support to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.

- Providing an enriched, extended day educational experience that addresses each student's immediate and long-term academic goals.
- Ensuring that school staff is equipped to facilitate effective teaching and learning through ongoing, high quality, job-embedded professional development (PD) at our local school and/or participation with other city, state, and national professional educational organizations' professional development offerings that correlate with our school's comprehensive instructional program.
- Using data in the decision making to identify and implement programs that are research-based and aligned with MI state academic standards to guide effective instructional practices.
- Engaging parents as significant partners in their children's learning by providing material and training to help them work with their child(ren) including a parent room to permit computer usage that is accessible during school hours to provide parents with extra support.
- Monitoring and evaluate changes in professional practice through on-going use of technology through the district's new technology initiative—to enrich and support classroom walk-throughs, reflective faculty discussions and development of data-informed action plans.

Because instructional time is often lost due to discipline problems, 'at-home' suspensions, as well as pupil absences, the staff agreed to commit to a set of practices that protect instructional time by:

- Implementing Michigan's Integrated Behavior and Learning Support Initiative model (MiBLSi), which establish school-wide norms to minimize disruptions to instructional time and set clear expectations for student behavior.

- Developing in-school suspensions in lieu of ‘out-of-school’ suspension so that instructional time can continue without interruption and special academic tutorial assistance can be provided as needed.
- Ensuring that teachers follow district-pacing charts engaging students using technology in each academic area so that high mobility students do not lose valuable time as they transition between and among schools.
- Engaging students creatively during non-instructional time (lunch, hall passing etc).
- Establishing monthly school assemblies to create a community atmosphere where all children are taught the values of decency and respect for themselves and others. This will be a time for the whole school to come together, discuss aspects of school life, and celebrate achievements.

We are confident that, together with the Pearson K-12 Solutions team, we can implement responsive and proactive school improvement initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA).

b. Explain the district and school’s ability to support systemic change required by the model selected.

Our plan recognizes that systemic change necessitates an assessment of the strengths and challenges experience by our staff so we can leverage our collective expertise to implement the goal of dramatic, sustainable and positive change. Pearson K-12 Solutions will provide ongoing, high quality job-embedded staff development aligned with our instructional program, so that teacher learning becomes embedded with classroom practices. Our school diagnostics will determine the strengths and areas of concern around content pedagogy and set the course for the delivery of professional development to affect the change required in all content areas. Burns is prepared to partner with Pearson K-12 Solutions and begin a collaborative process, customized

to the needs of our students and our school, and supported through resources that will optimize conditions of teaching and learning. We will collaboratively develop a customized Implementation Plan that is informed by a comprehensive process that begins by describing our present reality and defining what we want to achieve. We are confident that the scientifically and evidence based strategies will be effective for reaching the widely shared outcomes; therefore, we support a partnership with K-12 Solutions to implement the STEP model to build capacity and ensure continuous growth and progress for all of our students.

We believe that our turnaround plan will allow us to build capacity for sustaining continuous improvement utilizing and building the following elements:

- Developing instructional leadership as a crucial component of effective and sustained turnaround. Our comprehensive Leadership Institute will provide research-based strategies and support for a strong launch and preparation of a leadership action plan. Leadership knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor and monthly STEP principal cohort conversations and trainings.
- Job embedded professional development will be both a mandatory and integral part of the workday for both the principal and all instructional staff. They will be engaged in webinars, team teaching, content-specific coaching (literacy, math, and technology).
- The K-12 Solution team will collaborate, train, mentor and support Burns Teachers to become effective Instructional Literacy and Math Coaches (IC). This training includes a Coaching Boot Camp, ongoing “at elbow” support from our Instructional Advisors who “coach the coaches” to build capacity and effectiveness within their instructional support, and with bi-monthly daylong training.
- Burns School’s Instructional Coaches will continually collaborate and model effective instructional practice for all teachers at Burns to ensure that they acquire the skills and

knowledge necessary to support the continuous improvement of the instructional program throughout the school. We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols will be embedded within our work culture, thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.

- Improved committee structures and practices will enable us to effectively link home, school, and the community in supporting student achievement.
- A positive school culture will communicate and support high aspirations and expectations for all by establishing organization structures, commitments and daily practices that align with learning focused environment.
- Our teachers will collaborate in small learning communities employing the Learning Team (LT) model. LT will effectively mentor and model new teachers that join our faculty and support their becoming focused on meeting the needs of each student. All teachers will use rigorous instructional practices to ensure quality student work, and will strive to bring all students to perform at grade level or higher. In reading instruction, K-5 teachers will strive to ensure that all students are at “benchmark” using Dibels, Reading Quarterly Assessments, and Accelerated Reading data as measuring tools for promotion to middle school. Middle School English Language Arts Teachers will use Grade Level Content Expectations (GLCE), and Reading Quarterly Assessments to ensure quality student work and success in high school. For Math, all K-8 teachers will use GLCE, Accelerated Math, and Math Quarterly Assessment data to ensure quality student work.
- In Years 2 and 3, K-12 Solutions will mentor and support teachers leaders to assume the role of Learning Team advisor providing for the seamless transition once the external provider has stepped away.

DPS ensures that systemic change is happening by assisting in the hiring of a new principal and creating a modified hierarchy so that the principal reports directly to the Superintendent. The district will also comply with the hiring and retention practices mandated as a Turnaround School. Teachers will continue to have access to professional development through the district

website to support their practice. Administrators and teachers will have access to valid and timely data and curricular support through Learning Village and Data Director.

Following this grant cycle, DPS will continue to develop school and teacher leaders as well as support school level coaching.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

With an effective principal and a committed staff, and together with the Pearson K-12 Solutions team, we can implement responsive and proactive school improvement initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA), the Pearson Comprehensive Diagnostic Review and other data sources. The Pearson K-12 Solutions STEP (School Turnaround Education Partnership) Model was selected because it is comprehensive, research based, aligned to the DPS Academic Plan, an MDE approved provider and provides strong implementation support. The Pearson STEP model integrates 10 research supported core elements:

Systematically Plan for School Improvement - K-12 Solutions builds on the MDE CNA by collecting additional data through the following action steps:

- Perform a comprehensive diagnostic review including classroom observations; school-wide focus groups; interviews and surveys; analysis of lesson plans, walk-throughs, interoperability of technology systems and quality of the community engagement plan.
- Create and commit to a mission/vision focusing all improvement efforts.
- With our school, K-12 Solutions will customize the STEP model and facilitate a Theory of Action involving teachers, school improvement team members, and parents. Our Implementation and Evaluation Plan will create the framework to monitor, manage, and report outcomes throughout the improvement initiative using data to inform best practices.

Develop Instructional Leadership - Without effective leadership, schools are less likely to address practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005ⁱ). The following action steps will be included in this component:

- Develop leadership skills via a five day Leadership Training Institute.
- The Pearson Achievement Advisor will provide ongoing mentoring and assistance to the principal to develop capacity within the principal. The Instructional Leadership Team (ILT) will be formed to guide the work of job-alike teams in year one; transition to Learning Teams (LT) in year two;
- The school leadership team will attend a Leadership Conference for Blue Ribbon schools, for training in processes and protocols for becoming a Blue Ribbon school.
- The STEP model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained improvement.

Create Collaborative Education Partnerships - School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza,2004ⁱⁱ). To make school partnerships a reality, we will:

- We will identify a Parent/Community Engagement Specialist who will coordinate all activities related to parent and community involvement.
- We will bring faculty, staff, parents, business, and community leaders together with administrators to form an effective education partnership.
- Key community representatives will be invited to meet quarterly with representatives of our faculty, staff, parents, and principal as the STEP Advisory Committee. This committee will participate in planning and problem solving leading to accountability, buy-in, rigorous implementation, and the sustainability to deliver the expected outcomes.

Emphasize School Culture - Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:

- Gather data about student, teacher and parent aspirations for the students at Robert Burns School and identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.

- Hire a Parent/Community Engagement Specialist who will:
 - Monitor the home/school connection and increase parent engagement; seek community resources to support students/families.
 - Coordinate volunteer activities in support of student learning.
 - Coordinate & facilitate activities with the LSCO Chair to design Math, Science, & Reading nights for all parents.
 - Identify and support parenting and community education classes.
 - Build community support by seeking and securing young males for a student mentoring program and volunteers to help fill voids identified within the school
 - Utilize available technology to access student information online
- Hire an Attendance Officer
 - Collaboratively create solutions to the following issues: attendance, expulsions, suspensions and alternatives
 - Intensely follow-up with families of chronically tardy and absent students

Embed Achievement Support - Our teachers and principal will receive direct, onsite guidance from the K–12 Solutions team. The STEP model includes a dedicated achievement support team of local, onsite Achievement Advisor and DPS Instructional Coaches to serve as models, mentors, and oversee the implementation Plan.

- The Achievement Advisor will act as coach for the principal and link to the Instructional Coaches.
- DPS Instructional math and literacy Coaches will provide on-going “at elbow” support for our teachers ensuring that professional development activities become embedded in classroom practice; ensuring that the support is aligned with the instructional program and state standards. Pearson K 12 Solutions will provide an ongoing Coaches Boot Camp for DPS Coaches and assist coaches as they begin their work in classrooms. The Boot Camp will provide coaches with a comprehensive set of skills and strategies to effectively work in classrooms, promoting the school improvement initiative and positively affect the academic achievement of students at Robert Burns School.

Align Curriculum - In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one

of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum:

- During the diagnostic phase, the curriculum will be audited to determine alignment and quality. If misalignment is evident, the K-12 Solutions team will work with Robert Burns School to effectively align our school's curriculum with Michigan standards to build an aligned, supportive pipeline to prepare students for transition from grade to grade.
- Teachers are taught to un-wrap the standards and identify clear learning targets aligned to the standards and specific students' needs.
- Targets will be taught to mastery with the support needed to make sure every student is able to meet the expectations.

Optimize Conditions for Teaching and Learning – The process begins by:

- Observing teacher performance, delivering targeted professional development accompanied by coaching
- Creating opportunities for collaborating for improving instruction
- Improve the ability of teachers to effectively manage classrooms
- School-wide management support systems will be identified. Gaps will be addressed to ensure classroom environments that provide the conditions in which teachers can teach and students can learn. Students will be provided with Student Planners for Years 1- 3 to help them organize and manage their learning targets.

Foster Knowledge Driven Decision-Making - Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. To support this process we will:

- Provide teachers with professional development to become informed, collaborative data users
- Create benchmark assessments using the current DPS Interim Assessment System, Learning Village, to create formative assessments.
- Facilitate the use of data tools for understanding and improving our practice.

Utilize Technology for Learning - Teachers need easily accessible, accurate, reliable, and timely assessment data to become knowledge driven decision makers who can personalize instruction to insure that all students are learning. Teachers will be provided with:

- training to retrieve information from data systems fluently
- professional development to examine how technology is used to enhance instruction and extend learning opportunities for students
- Access to technology for accessing data. The data will be used to determine how instruction can be modified for differentiation, interventions, enrichment, and acceleration of the curriculum. Technology training will include, but not be limited to:
 - Training on the effective use of SMART boards for student learning
 - Use of document cameras to vary the delivery of instruction and to model learning targets and the display of exemplars.

Evaluate for Continuous Improvement - Our Evaluation Plan is aligned with our customized Theory of Action and Implementation Plan, and is created as part of the planning process described in STEP 1. Building in evaluation during the planning process will save valuable time and resources by identifying the information needed for monitoring implementation. This will include:

- Providing feedback to stakeholders regarding progress
- Identifying the need for a change of course in a timely manner
- Documenting short-, mid-, and long-term outcomes

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. We have selected the Pearson K-12 Solutions STEP (School Turnaround Education Partnership) Model because it is comprehensive and research based, because of its alignment to the DPS Academic Plan, and because it provides strong implementation support to the Robert Burns Elementary/Middle School Improvement Plan. Pearson K12 Solutions was selected from the MDE preapproved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Robert Burns School will align building and community resources to facilitate implementation of our school redesign plan. This will take coordination and integration of federal state, and local programs and resources.

Federal, state and local programs and resources support the school improvement initiatives by providing and fostering a sense of cooperation and communication among families, communities and schools. Together, they provide funding for staff and parent involvement, information about nutrition, healthcare, mentorship, after school programs, free meals, tutoring, and other supports to increase student learning and achievement. The goal is to transform our schools into family strengthening institutions.

The current programs at Robert Burns School are:

- Male mentorship program
- Boy Scouts
- Title 1, Part A- Improving Basic Programs (PD, Parent Involvement, Shared decision making)
- Title1 School Improvement (making progress on school improvement plans) Section 31A Program for the At-Risk Pupils (low achievement on MEAP test)

Funds and Initiatives They Support –

Title 1, Part A funds support the school's improvement initiatives by encouraging parental involvement, providing professional development opportunities for the staff and financing incentives for attracting and retaining highly qualified teachers and staff. Professional development is further supported by providing the resources to bring in speakers and outside vendor that offer goods and services that are aligned to the improvement plan.

The services provided by Wayne RESA are also leveraged to enhance school improvement activities. Wayne RESA assists the school in the delivery of targeted professional development as well as support to meet school-wide reading and writing goals.

School Community Support

There is strong belief within the school community that all students can and will succeed. The number one role of the our new principal, therefore, is to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to successful student learning and achievement and ongoing staff professional development and growth.

To be successful, **reform strategies** must be set to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, which includes:

- Use of effective methods and instructional strategies that are based on scientifically based research that-strengthen the core academic program in the school
- Increase the amount and quality of learning time, such as providing an extended school year and before-and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
- Develop strategies for meeting the full range of educational needs of historically underserved populations, including academic, emotional, and cultural needs
- Provide instruction that meets the needs of all children

Starting with the interviewing process for the Turnaround school's staff, the Principal builds capacity for collaboration. The hired staff accepts the challenge of increasing student achievement through a shared culture of collaboration. They have been told and understand that this collaboration may include much 'overtime' including extended hours to the regular school day to facilitate individualized and/or small group tutorial type instruction based on pupil need and possibly Saturday work in the community and/or building. They have also been told that we are partnering with Pearson K-12 Solutions to create a job-embedded culture of professional development. These educators are prepared to apply research and use data for decision-making and using strategies appropriate for the intended goal. There are already volunteers among the newly hired staff who are ready to assume leadership positions. The Turnaround Principal,

Jacquelyn Caldwell, has the ability to continue building a successful school, guide continuous instructional improvement and provide staff with the knowledge and skills to collaborate to impact successful pupil achievement and overall student academic success.

Under the No Child Left Behind Act of 2001 (NCLB) Special Education Teachers and Resource Room Teachers will be ‘pushing in’ to regular classrooms to work with special need students in their regular classroom environment to ensure these students are educated in the least restrictive environment. Instructional Specialists and Administrators will review lesson plans weekly and lend support for improving instructional effectiveness when and where needed.

Causes for student absences vary. To address this issue, Burns will have an Attendance Officer and School Nurse on staff. The school nurses’ initial role for our school is to reduce absenteeism by intervention(s) with students and their families regarding health care needs or health related issues impacting pupil attendance. The School Nurse supports student success by providing health care assessment, health education, intervention, and follow-up for all children within the school setting. The Attendance Officer will investigate tardiness, conduct home and school conferences with parents regarding irregular attendance patterns and incorporate the involvement of other school staff members as needed. Adding these important human resources will result in more student instructional time once lost to tardiness, absence, and health issues.

Promoting Parent Support

Parent involvement is essential to student academic achievement and school quality. Parent involvement is also critical in meeting the goals and objectives of Burns’ School improvement initiative. It has always been and will continue to be a practice of Burns School to put into operation programs, activities and procedures for the involvement of parents in programs which educate, expose, encourage, and support parental involvement through a variety of workshops and seminars that help parents assist their children to not only meet academic requirements, but achieve academic excellence.

Parental engagement activities will be planned and operated with meaningful consultation with parents of participating students. To ensure that all parents have the opportunity to participate fully regardless of their cultural differences, we will endeavor to provide information, workshops and instruction in the parents' native language. Parents will be informed of school activities through a variety of venues. Newsletters, teacher notes, parent-teacher conferences, phone calls, and e-mail will be used to establish two-way communication between school and home. Additionally, parents will be encouraged to attend meetings where the Parent and Family Engagement Policy and school-parent learning compacts are discussed and revised. Our human resources will be expanded with a Parent/Community Engagement Specialist, School Nurse, and Attendance Officer.

Expanding Community Resources

In addition to building on existing after-school tutorials focused on providing extra academic helping in reading and math, a range of extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will include a drill team, basketball team, cheerleader's team, dance, academic games, science clubs, book club, and others.

Our student's self efficacy will be developed and supported through engaged interaction in afterschool programs that they're interested in such as robotics. With the assistance of partners like BOTECH CORPORATION Robotics Program at Michigan State University, they'll have fun learning Science, Technology, Engineering, & Math (S.T.E.M.) Concepts that include measurement, circumference, distance, and simple machines, while engaged in programming the robot to move.

Field trips will allow students' experience base to widen so that they may think beyond the limits of their neighborhood and apply academic content to the real world. Field trips will provide students with authentic opportunities to delve more deeply into topics introduced and discussed in the classroom, enhancing science, mathematics, and reading while providing authentic reasons

for writing. These trips will include the following: Apple Orchard, Imagination Station, Center of Science Industry Museum, Detroit Zoo and others.

Libraries and community colleges has a pivotal role in the learning community. Through an adult and community education program parents are able to earn their GED's. Our library provides parents and students access to the Internet to research jobs or to complete assignments. Books, music and movies are available for check out free of charge. Community college provides parents with the opportunity to earn an Associate's Degree.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The School District of the City of Detroit (DPS) and the Detroit Federation of Teachers negotiated a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms. In order to develop specific recommendations in the area of instructional reform, procedures have been established for the development of Priority Schools.

The Priority Schools intend to offer a rigorous educational program, which includes extended day/year and measurable expectations. The District will provide all adopted instructional materials to effectively address the educational and instructional needs of students.

Cooperation between the District and the Union, will make it possible to accommodate necessary and unusual requirements in order to implement creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

Schools are determined to be Priority Schools based on, but not limited to the following criteria:

- Student performance of standardized tests
- Student attendance

- Transiency
- Chronic discipline and/or violence concerns
- Adequate Yearly Progress (AYP) Status
- Other provisions identified by No Child Left Behind (NCLB)

Special provisions for Priority Schools include, but are not limited to, the following:

- Schools identified as Priority Schools will participate in Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School will select a School Leadership Team (SLT) as described in the collective bargaining agreement.
- Members selected for the Priority Schools must be Highly Qualified in their content areas.
- Teachers in Priority schools shall be required to complete prescribed professional development as designed to meet the instructional needs of the school.
- Flexible working conditions may be necessary to accommodate special requirements in the school.

In addition to the modifications to the collective bargaining agreement described above, Robert Burns School will modify local building policies and practices to address attendance issues, school-wide behavior management programs, flexible work schedules, a more rigorous set of teacher expectations, and a focus on lesson plan development to ensure the development and implementation of clear learning targets, high-yield instructional strategies, quality first instruction, differentiation, interventions and enrichment. Adjustments to the school master schedule will be implemented to create protected time for the establishment of professional learning communities and job embedded professional development.

To implement the Priority Schools' reform, an agreement was established between the District, individual school (principal) and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for reform:

- creative teaching methods
- acceleration of improved student achievement as measured by MDE standards

- creative scheduling
- dedicated staff assigned to each school
- extended school day/extended year
- Parental and Community Involvement.

Staffing at Priority Schools is on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. This process allows qualified candidates to seek a position to serve within a targeted Priority School. Burns Elementary will closely monitor this process and cooperate fully to ensure highly qualified and effective teachers are in every classroom.

As a Priority School, our teachers will be presented with the option of remaining at the school and supporting the turnaround, or becoming automatically eligible to interview for jobs at up to two other Priority Schools. Following the priority school guidelines and the Turnaround model, no more than 50% will be rehired. To determine the effectiveness of staff interested in working within the turnaround environment, the principal will conduct walk-throughs and teacher observations. Ongoing data will be collected to measure the degree of teacher effectiveness, including student growth data. Those teachers who are not interested in working at Robert Burns Elementary, or who are unable to support the processes described in this school improvement application, will be placed in an eligibility pool for non-Priority Schools.

With assistance from K-12 Solutions, a new governance structure will be adopted that will include the formation of an Instructional Leadership Team (ILT). The K-12 Solutions Achievement Advisor will provide support for the turnaround model and the newly selected principal is committed and willing to support the proposed efforts to effect change as described in this plan.

Through a thorough and collaborative planning process, Robert Burns Elementary School will be in compliance with all the requirements of the Turnaround model by:

- Replacing the current principal with a new administrator.
- Developing teacher and school leader effectiveness through support from our external partner, Pearson K-12 Solutions.
- Implementing comprehensive instructional reform strategies.
- Extending learning time and creating a community-oriented school utilizing district initiated supports of summer school, extended learning, district level literacy coaches, and reading recovery.
- Maintaining principal oversight to maintain operational flexibility and sustained support with issues of overstaffing, calendar-time, and budgeting to implement the comprehensive approach as provided in the collective bargaining agreement initiatives from DFT and Detroit Public Schools.
- Implementing strategies to motivate and retain staff.

Jacquelyn Caldwell will become the Principal of Burns School and has planned a mission/vision process with the staff and school community, to define values and beliefs aligned to high expectations and the daily practices that are necessary to realize the school's goals. A strong mission and vision must be collaboratively written that motivates the school community to transform from a culture of compliance to one of commitment. This will include defining and refining a language of instruction to communicate the commitment to increasing performance expectations within the context of a positive and caring learning environment.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

STEP MODEL SERVICES, ACTIVITIES & DELIVERABLES – Service Level 2

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
Phase I: Leadership Development and Instructional Coach Training	
December 2010-January 2011 Pre-Implementation Phase	
Start-Up Activities (Timeline)	Start-Up Deliverables
<ul style="list-style-type: none"> Conduct meetings to prepare SIG applications Conduct district-level meetings to confirm and clarify contract expectations with district administrators. Kick-off Leadership Institute Recruit, select, and train Achievement Advisor and Instructional Advisor(s) Coaching Boot Camp 	<p>Collaborative development and submission of SIG Applications and SIG Budgets</p> <p>Two district-level meetings to prepare for implementation with the participating district administrators</p> <p>STEP model presentation at each school site.</p> <p>Mission/Vision/Values Workshop at each school site. Development of “Language of Instruction” at each school site.</p> <p>Leadership Institute</p> <p>Coaching Boot Camp for District employed Instructional coaches in STEP schools.</p>
Phase II: Diagnostic Evaluation and Planning for Implementation	
Year One Activities (Timeline)	Deliverables
<ul style="list-style-type: none"> Analyze school documents to support comprehensive diagnostic analysis Conduct onsite diagnostics—observe classrooms, review lesson plans, conduct interviews and focus groups, administer surveys to students, teachers, and parents, and review student artifacts for alignment to curriculum/level or rigor Complete longitudinal student achievement analysis 	<p>Diagnostic Evaluation Report measuring school progress on STEP school improvement continuum</p> <p>Presentation about diagnostic findings to each school’s administration and faculty.</p> <p>Comprehensive School Action Plan for school improvement aligned to School Improvement Plan</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<ul style="list-style-type: none"> Analyze all achievement and perception data; interpret data and present findings in a comprehensive report Summarize findings in Diagnostic Report for each school Facilitate Theory of Action with School Improvement Team and collaboratively develop Action Planning Scope of Work aligned to School Improvement Plan 	<p>Evaluation Plan aligned to School Action Plan</p> <p>Embedded Achievement Advisor and Instructional Coach Advisor(s) as onsite support for principal, school improvement team and teachers</p>
Phase III: Launch of the Implementation Plan	
January 2011-June 2011	
Year One Activities (Timeline)	Year One Deliverables
<ul style="list-style-type: none"> Provide monthly, full-day principal cluster meetings to create a common language of leadership for STEP implementation and leading school turnaround at DPS designated facility. Provide onsite support (Achievement Advisor and Instructional Advisor(s)) to improve teaching and learning conditions identified in the initial district-planning meeting that require targeted support Provide site-based weekly mentoring and coaching support to site-based DPS instructional coaches to ensure coaching practices are effective and embedded with research-based practices delivered during coaching boot camp training and ongoing coaching professional development sessions. The Pearson Instructional Advisors will conduct weekly classroom walk-throughs with the site-based instructional coaches to determine appropriate coaching strategies and monitor instructional growth. The Pearson Instructional Coach Advisors will ensure accountability for site-based instructional coaches through weekly coaching logs, classroom observation data reports, and direct consultation regarding strategies to build coaching capacity and instructional effectiveness. The Pearson Instructional Coach Advisors will focus on content pedagogy, research-based high yield instructional strategies, 	<p>Monthly Cluster Meetings for the school administrator(s) from each participating school led by K-12 Solutions Staff member and K-12 Solutions Advisor. Syllabus provided for each monthly Principal Leadership Institute. Materials supporting monthly Principal Leadership Cluster meetings provided for attendees, including books, binders, handouts.</p> <p>Weekly PD sessions for the DPS instructional coaches.</p> <p>Weekly coach the coach sessions. Pearson Instructional Advisors conduct classroom walk-throughs with site-based DPS instructional coaches to collect classroom observation data, provide coaching support of DPS instructional coaches to ensure coaching methodology obtained from trainings is utilized to build instructional capacity.</p> <p>Weekly coaching logs are completed by DPS on-site instructional coaches and analyzed by Pearson Instructional Advisors. Weekly coaching goals are discussed and Pearson Instructional Advisors provide materials</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<p>and building a common Language of Instruction within every classroom.</p> <ul style="list-style-type: none"> • Support the embedded team through progress monitoring calls, remote and onsite support from senior K–12 Solutions team members. • Collect online VAL-ED data from principal, teachers, and principal’s supervisor. AA meet with principal/DPS supervisor to collaboratively analyze VAL-ED report and design personalized professional development plan • Achievement Advisor monitor and support principal’s professional development plan (weekly) • Build leadership capacity through job-embedded training and coaching by the Achievement Advisor, including weekly full-day meetings to look at data, conduct learning walks, and focus on teacher support (weekly) • Achievement Advisor and principal collaboratively plan Building ARP Implementation Team meetings (monthly) • Facilitate and train Building ARP Implementation Team through regular meetings (monthly) • Continuously collect data to monitor progress against School Improvement Plan • Establish community partnerships and parent groups, and define purpose and role of committee and development of sub-committee’s turnaround plan needs (determined during district-level consultation to smoothly integrate with in-place committee structures) • Facilitate development of clear learning targets with on-site instructional coaches aligned to DPS pacing calendars and assessment schedule in conjunction with identified teacher teams from each school in reading and math (SIG funding targeted for substitute teachers to enable teacher participation). • Achievement Advisor confers with 	<p>Weekly school site-specific services delivered by Instructional Advisor(s) and Achievement Advisor to each school, including classroom coaching support, professional development modules, data meetings, and curriculum development</p> <p>Monthly school site-specific services for each school, including a planning meeting between the Achievement Advisor and school site administrative team</p> <p>Baseline VAL-ED assessment provided for all principals to quantify professional growth plan.</p> <p>Personalized professional development plans created, supported, and monitored for all principals using VAL-ED data</p> <p>Facilitation of the school’s monthly ARP meeting by the Achievement Advisor in collaboration with the principal. Attend district ARP Implementation Team meetings (monthly)</p> <p>Establishment of community partnerships and committees to support the school improvement Implementation Plan, with scheduled meeting dates.</p> <p>Monthly project management reports to the district by the Program Manager</p> <p>Evaluation of each year of program implementation and outcomes at each school that requires preparation and publication of annual reports (including reports on implementation status of school improvement plan, an overall implementation checklist from each site, surveys of teacher participants, institute evaluations, example work products from each site, and analysis of</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<p>principal to collaboratively evaluate professional growth based on VAL-ED data and other data points, including student achievement</p> <ul style="list-style-type: none"> • Develop annual evaluation report • Implement interim formative assessments and provide teachers and administrators with training in the use of data to inform instruction • Conduct progress-planning meetings (weekly) • Provide progress reports on leadership and school's progress (monthly) 	<p>assessment results)</p> <p>Two district-level meetings to prepare for LT implementation with the participating district administrators</p> <p>Two half-day meetings for LT introduction and institute preparation for school administrators, delivered the semester prior to the semester they begin implementation</p> <p>Five-day Summer Teacher workshop focused on strategies identified within the STEP action plan with identified DPS staff.</p>
Phase IV: Continued School Improvement Implementation and Introduction of Collaborative Workgroups	
July 2011-June 2012	
Year Two Activities (Timeline)	Year Two Deliverables
<ul style="list-style-type: none"> • Assess progress, strengths, and weaknesses and co-develop plans for the next school year • Conduct two-day Summer Instructional Leadership Institute for ILT and the principal from each STEP school • Support development of lesson plans aligned to DPS curriculum guides for reading and math, with identified groups of teachers in conjunction with identified teacher teams from each school (the school district provides workspace and compensates teachers for their participation) • Conduct summer workshops, as defined by diagnostic process (the school district provides a facility and compensates teachers for participation in workshops) • Provide onsite support (Achievement Advisor and Instructional Advisor(s)) to improve teaching and learning conditions identified in the diagnostics that require targeted support 	<p>Two-day Instructional Leadership Institute for ILTs from all participating schools, delivered each summer of the project</p> <p>Five-day Summer Teacher Workshop focused on strategies identified within the STEP Implementation Plan</p> <p>Continued refinement of curricular guides with identified school staff</p> <p>Monthly regional meetings for the school administrator(s) from each participating school, Principal Institutes led by K–12 Solutions senior staff member and Achievement Advisor</p> <p>Monthly school site-specific services delivered to each school, including a planning meeting between the Achievement Advisor and school site administrative team, participation in the school's monthly ILT</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<ul style="list-style-type: none"> • Create and support conditions for teaching and learning (Ongoing) • Develop site leaders through monthly meetings, onsite coaching, and personalized professional development (Monthly) • Support the development of positive school culture for student aspirations and community engagement through mentoring, modeling, and direct instruction (Ongoing) • Continuously collect data to monitor progress and inform instruction (Ongoing) • Build effective teacher collaboration by establishing Learning Teams (LT) workgroups, settings, and protocols led by an onsite facilitator (as readiness is achieved) • Implement, measure, monitor, and adjust improvement elements in the LT setting (Ongoing) • Instructional Advisor(s) provide regular classroom support (Ongoing) • Achievement Advisor provides regular school support (Ongoing) • Achievement Advisor and principal collaboratively plan Building ARP Implementation Team meetings (Monthly) • Attend District ARP Implementation Team meetings (Monthly) • Collect online VAL-ED data from principal, teachers, and principal supervisor twice each year • Collect data to monitor progress of leaders (Ongoing) • Achievement Advisor confers with principal to collaboratively evaluate professional growth based on VAL-ED data and other data points including student achievement (twice each year) • Provide progress reports on leadership and school's progress to the ARP monitor (Monthly) • One-day Follow-Up Instructional Leadership Institute (Winter) • Implement intensive school cluster in- 	<p>meeting by the K–12 Solutions Achievement Advisor, and visitation to one teacher workgroup at each site each week by the K–12 Solutions Advisor</p> <p>VAL-ED assessment provided for all principals twice a year to quantify professional growth Personalized professional development plans created, supported, and monitored for all principals using VAL-ED data</p> <p>Facilitation and training of monthly Building Instructional Leadership Teams at each school by the DPS School Improvement Coaches in collaboration with the principal</p> <p>Monthly reports to the district by the Pearson Program Manager.</p> <p>Evaluation of each year of program implementation and outcomes at all participating schools, including preparation and publication of annual reports (including reports on implementation status of school improvement plan, an overall implementation checklist from each site, surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results)</p> <p>Monthly coordination meetings with district office to coordinate the project, evaluate implementation, assist with building coherence around other district initiatives, and plan for sustaining the work in the future</p> <p>Yearly one-day Follow-Up Instructional Leadership Institute for ILTs from all participating schools, delivered each winter of the project</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
house advisor training program. ○	
July 2012-June 2013	
Year Three Activities (Timeline)	Year Three Deliverables
<ul style="list-style-type: none"> Assess progress, strengths, and weaknesses, and co-develop plans for the next school year Conduct two-day Summer Instructional Leadership Institute to include ILT and principal from each STEP school Continue to develop and refine curriculum guides for reading and math with identified groups of teachers, in conjunction with identified teacher teams from each school (the school district provides workspace and compensates teachers for their participation) Conduct summer workshops, as defined by diagnostic process (the school district provides the facility and compensates teachers for participation in workshops) Provide onsite support (Achievement Advisor and Instructional Advisor(s)) to improve teaching and learning conditions identified in the diagnostics that require targeted support (Ongoing) Continue to develop site leaders through monthly meetings, personalized professional development, and onsite coaching (Ongoing) Support the development of positive school culture for student aspirations and community engagement through mentoring, modeling, and direct instruction (Ongoing) Continuously collect data to monitor progress and inform instruction (Ongoing) Build effective teacher collaboration by establishing LT workgroups, settings, and protocols led by an onsite facilitator (Ongoing) Implement, measure, monitor, and adjust improvement elements in the LT setting (Ongoing) Achievement Advisor provides regular 	<ul style="list-style-type: none"> Two-day Instructional Leadership Institute for ILTs from all participating schools, delivered each summer of the project Five-day Summer Teacher Workshop focused on strategies identified within the STEP Implementation Plan Continued refinement of lesson plans with identified school staff. Monthly regional meetings for the school administrator(s) from each participating school, led by K–12 Solution staff members and Achievement Advisor Monthly school site-specific services delivered to each school, including a planning meeting between the Achievement Advisor and school site administrative team, participation in the school's monthly ILT meeting by the DPS School Improvement Coach, and a visit to one teacher workgroup at each site each week by the Achievement Advisor or Instructional Coach Advisor. Evaluation of each year of program implementation and outcomes at all participating schools, including preparation and publication of annual reports (including reports on implementation status of school improvement plan, an overall implementation checklist from each site, surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results) Monthly coordination meetings with district office to coordinate the project, evaluate implementation, assist with building coherence around other district initiatives, and plan for sustaining the work in the future Yearly one-day Follow-Up Instructional Leadership Training Institute for ILTs from

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
school support (Ongoing) • One-day Follow-Up Instructional Leadership Institute (Winter)	all participating schools, delivered each winter of the project

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	66%	76%	82%	85%
Mathematics	49%	67%	79%	85%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Robert Burns School Leadership Team participated in the selection of the intervention model and preparation of this application in the following way.

- First, at a general staff meeting, the current Principal, Charlene Harper, debriefed the staff sharing general information about the school improvement grant and invited staff to volunteer to work with the School Planning Team (instrumental in the recruitment and retention of highly qualified staff), in completing the grant application.
- We examined the requirements and brainstormed strategies appropriate for our school and our learners.
- We compiled drafts that spoke to the requirements and shared out thinking with our school community.
- We reached out to our K-12 Solution partners to expand on our ideas and to align with our chosen model through the training that they'll provide, such as weekly coach training and administrators training.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Burns also collaborated with Pearson in preparing School Improvement Application.

Our school stakeholders will continue to be involved and collaborative when we receive our Diagnostic Report as we participate with our K-12 Solution partners to develop our Theory of Action.

At this point our key stakeholders “dive into the data” as we identify root causes that have hampered achievement in the past. We will identify well-respected and visionary teachers, parents, and community members to participate in three days of collaborative discourse so that together we can develop a customized Theory of Action that will lead to our Implementation Plan.

The central focus of a systematic approach to initiative planning and implementation is the Theory of Action. With a Theory of Action, educators find, understand, and communicate the connections between school improvement strategies and what we know or suspect about how students learn. The Theory of Action specifies action steps that the School Improvement Team believes are required to bring about the outcomes of focus for our school. The Theory of Action is unique and personalized for our school and helps to map out programs to affect the intended change.

Developing a Theory of Action involves a number of steps that work iteratively. These steps broadly include:

- Define the problems that exist between current conditions and preferred reality.

- Define the root causes
- Identifying the strategies and actions steps to address and close the gaps so that our schools goals are met.
- Develop and align the implementation plan by which the strategies are expected to produce their intended outcomes

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Pearson’s STEP Model is delivered in four phases that work synergistically to deeply embed the necessary elements for sustained change.

Phase I—Diagnostic Evaluation, Planning, and Start of Implementation

Pearson’s comprehensive STEP model includes two components specifically designed to create a comprehensive view of the set of potential metrics for success; collaborate on the creation of a custom implementation and evaluation plan; and, then use those plans to evaluate and demonstrate success. We start by Systematically Planning for School Improvement through a process where we seek to understand the unique needs of Robert Burns School. This process includes a needs analysis that we call a comprehensive school diagnostic evaluation. Through this process, we uncover the root causes of chronic school and student underperformance and create an action plan to remove the obstacles and barriers, while building the capacity for sustained school improvement.

Phase II—Leadership and Teacher Development

The Pearson K-12 Solutions team will lead a Principal Leadership Institute for key administrators to gain leadership skills necessary to lead the STEP model and sustain continued school improvement growth. Also during Phase II, the STEP model provides extensive and intensive professional development customized for each school, differentiated for each teacher

and targeted to meet the goals of the implementation plan. Our professional development programs focus on building instructional capacity to accomplish the following:

- Unwrapping the standards to clarify content, learning skills, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching
- Developing a Language of Instruction to create a school-wide vision of effective learning routines and instructional practices consistently executed to accomplish grade level student learning.
- Implementing elements of effective instruction and instructional strategies the correlates highly to student learning and sustained student engagement throughout the lesson
- Improving the academic achievement of diverse student population through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English Language Learners (ELLs)
- Using data to inform instruction and personalize student learning

During Phase II, a strong set of practices is developed, reinforced and embedded into the school culture, building the school and staff capacity to sustain the school improvement initiative once Pearson steps down from the contracted engagement.

Phase III—Continued Leadership Development and Collaborative Teacher Learning

While all elements within the STEP model are addressed within the implementation plan and supported by the embedded achievement team, Phase III solidifies and builds the Learning Teams (LT) environment. LT provides a collaborative instruction model that brings together teachers to learn from each other, refine their skills to improve student performance, and self assess their progress. Based on 15 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that encourages teacher input, engages teachers to refine their teaching and produce better student results.

Learning Teams not only improves student achievement and school culture, but also builds within schools the capacity to

continuously improve teaching and student learning and sustain a challenging, collegial, and productive work environment that promotes teacher development and retention.

Following the grant funding cycle, the activities described in this phase will be supported and funded through school, district, state and Title I Funding.

Phase IV: Building Internal Capacity for Sustained and Continuous Improvement

Our goal in the first two years of the project is to build sufficient foundations of achievement and capacity to allow for continued and sustainable progress and to set the stage for our eventual step down process. During each phase, we use an integrated program evaluation process to carefully monitor progress and to serve as the basis for ongoing adjustments and improvements to the customized STEP for a given school site or district. Pearson's STEP will provide Robert Burns School with the knowledge, strategies and skills necessary to monitor progress and improve instruction.

We believe that our turnaround plan will allow us to build capacity for sustaining continuous improvement utilizing and building the following elements:

- Job embedded professional development will be both a mandatory and integral part of the workday for both the principal and all instructional staff. They will be engaged in webinars, team teaching, content-specific coaching (literacy, math, and technology).
- After the K-12 Solution team steps away Burns School's Instructional Coaches will continually collaborate and model effective instructional practice for all teachers at Burns to ensure that they acquire the skills and knowledge necessary to support the continuous improvement of the instructional program throughout the school. The Instructional Leadership Team (ILT) will stay in place so that practices and protocols will be embedded within our work culture, thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround- SEE ATTACHMENT

Attachment C – Restart

Attachment D - Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000	\$2,000,000	\$2,000,000	\$2,000,000	\$6,179,000

Section D.**Baseline Data Requirements**

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround

Number of minutes in the school year	
Student Data	
Dropout rate	N/A
Student attendance rate	79.6%
For High Schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	
Number of students involved in disciplinary incidents	
Number of truant students	
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	N/A
Teacher Attendance Rate	

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

Jacquelyn Caldwell, will become the Principal of Burns School and has planned a mission/vision process with the staff and school community, to define values and beliefs aligned to high expectations and the daily practices that are necessary to realize the school's goals. A strong mission and vision must be collaboratively written that motivates the school community to transform from a culture of compliance to one of commitment. This will include defining and refining a language of instruction to communicate the commitment to increasing performance expectations within the context of a positive and caring learning environment.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

Our new principal will have a thorough understanding of the competencies of existing staff members as she currently serves as an Instructional Specialist and is on the School Leadership Team. She regularly conducts classroom walk-throughs and examines data available through Data Driver to examine the value added teacher effectiveness of the current staff. She also is aware of the staff's attitudes toward children and families and will be in an excellent position to identify the very best candidates to work within the turnaround environment.

She will convene a Selection Committee and lead them to use knowledge driven decision making to select highly qualified staff to support learning at Robert Burns School.

3. Screen all existing staff and rehire no more than 50 per cent.

As a Priority School, our teachers will be presented with the option of remaining at the school and supporting the turnaround, or becoming automatically eligible to interview for jobs at up to two other Priority Schools. Following the priority school guidelines and the Turnaround model, no more than 50% will be rehired. To determine the effectiveness of staff interested in working within the turnaround environment, the principal will conduct walkthroughs and teacher observations. Ongoing data will be collected to measure the degree of teacher effectiveness, including student academic growth data. Staffing at Priority Schools is on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. To implement the Priority Schools' reform, an agreement was established between the District, individual school (principal) and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for reform, teachers must demonstrate:

- creative teaching methods
- acceleration of improved student achievement as measured by MDE standards
- Effective Communication Strategies
- dedicated effective classroom best practices
- Committed to extended school day/extended year

4. Select new staff.

Staffing at Priority Schools is on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. This process allows qualified candidates to seek a position to serve within a targeted Priority School. Burns Elementary will closely monitor this process and cooperate fully to ensure highly qualified and effective teachers are in every classroom.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

The distributed leadership that will be created at Burns will provide for career growth as teachers are identified to become teacher-leaders that participate in the Instructional Leadership Team and facilitate their job-alike work groups that will transition into Learning Teams. As part of the leadership training for LT, individual(s) will be selected and trained to replace the Pearson LT Advisor once our contract with K-12 Solutions ends.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff.

Our teachers and principal will receive direct, onsite guidance from the K–12 Solutions team. The STEP model includes a dedicated achievement support team of local, onsite Achievement Advisor and DPS Instructional Coaches to serve as models, mentors, and oversee the implementation Plan.

- The Achievement Advisor will act as coach for the principal and link to the Instructional Coaches.
- Instructional Coaches will provide on-going “at elbow” support for our teachers ensuring that professional development activities become embedded in classroom practice; and ensuring teachers’ input is considered in deciding how best to support them; and ensuring that the support is aligned with the instructional program and state standards. This includes a Math Advisor to support math content and pedagogy within classrooms; support math lessons; work with grade level teams in the planning of mathematics instruction; identify and conduct math interventions.

Topics for professional development will be collaboratively developed with school stakeholders after examining the data collected during the Diagnostic Review as part of the Theory of Action process. The professional development plan will become part of the Implementation Plan and identify topics, timelines, and indicators of success.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

An Instructional Leadership Team will be composed of administrators and teacher-leaders that represent every job-alike teacher work group. The ILT will focus on student achievement and support the development of collaborative Learning Teams that examine student data to design instruction that meets the needs of all students. This governance structure will distribute leadership throughout Burns.

In addition, the principal will report directly to the Superintendent to flatten the hierarchy and provide an empowered link between the district and the school.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

In January of 2011, a Pearson Team conducted a comprehensive diagnostic evaluation of Burns Academy. The elements of the review included:

- a. Student Achievement & AYP
 - i. Five Years of Longitudinal Data; MEAP, Benchmarks, etc.
 - ii. Other significant data related to school reform
- b. Instruction & Learning
- c. Technology for Learning
- d. Quality & Use of Core Curriculum/State Standards
- e. Effective Use of Data to Inform and Plan
- f. Organizational Effectiveness
- g. Aspiration & Engagement Culture
- h. Community Engagement

This data will be used to drive a Theory of Action that will address alignment of the curriculum from one grade to the next, high yield instructional strategies, and other identified needs of the school. The comprehensive, research-based STEP Model will provide a framework that will

allow us to design programs that will meet the needs of all students. The Pearson team performed a comprehensive diagnostic in January 2011 and the data from this diagnostic will provide information that will allow us to align instructional programs with state standards.

Burns is committed to addressing students learning challenges before students fail. Partnering with Pearson will help Burns design, develop, and implement Response to Intervention (RTI). This is a three-tiered model to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of tiered instruction, the K-12 Solutions team will develop and provide specific professional learning that focuses on:

- Implementing an aligned curriculum
- Applying a range of differentiation techniques
- Ongoing progress monitoring to inform instructional grouping strategies
- Analyzing and using benchmark, diagnostic and formative assessments to inform instruction and monitor student learning
- Use of the researched proven instructional strategies to support teachers and aides in working effectively with small learning groups
- Tier I of the RTI process begins by screening all students and identifying those at risk for not meeting proficiency. Staff will conduct the screening to recognize prior skills needed to master the standards. Afterwards, Burns will create a scope and sequence for learning targets that would govern their pacing.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

Effective, achievement-focused instruction is based on ongoing assessments and progress, monitoring the implementation of the selected interventions, and measuring their impact on

teaching and learning. Through Detroit Public Schools there exists a wide range of a data that include state assessments: MEAP, Quarterly Benchmark Testing and assessments such as DiBELS, Burst, Accelerated Reading, Accelerated Math, and MI-Access.

Formative assessments will let the teachers at Burns School know whether their teaching is effective and which students need further intervention. Collaboratively they will be able to plan for differentiated instruction.

Burns K-8 School is committed to addressing students' needs by differentiating instruction relative to delivery, time, content, process, product, and learning environment. As a key component of tiered instruction, faculty, and our K-12 Solutions partners will work collaboratively to identify the differentiated learning needs of the students, to ensure they are on track in meeting their learning goals. K-12 Solutions will support differential instruction through job-embedded professional development that is informed by data and assisted by onsite modeling and monitoring by the Instructional Specialist and Achievement Advisor.

10. Establish schedules and implement strategies that provide increased learning time.

Tier II represents students for whom effective core classroom instruction is not sufficient. In Tier II, students learn in small instructional groups. Students in Tier II will receive daily additional instruction, both in small groups during their regular school day and in extended day instruction. Students in Tier II will receive an additional 25-30 minutes of explicit instruction in the Tier I Literacy and Math blocks. School Aides will be trained by K-12 Solutions team members and assigned to support Tier II efforts. In job-alike workgroups, teachers will collaboratively create common assessments to compare pre/post test results and determine which practices are most effective.

Tier III instruction of the RTI Model will be provided for that small group who needs more assistance. This tier will receive additional intensive instruction (50-60 minutes), on a daily basis. Students in Tier III will work in smaller groups of three or less to provide personalized

learning. We are as we stated, going to implement extended school day and extended school year at Burns during the 2011-2012 school year.

Time and the school calendar play an important role in student learning outcomes and in creating community-oriented schools. STEP seeks to provide opportunities that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day, school calendar or school building. STEP will help our school define and optimize opportunities for increasing learning time and building community-oriented schools. We will maximize the use of technology supported instructional tools so that learning that is not limited by the school calendar or the walls of the school.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

We are committed to building a shared vision for school improvement with parents and community members through a STEP Advisory Committee that will meet quarterly and will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members. Other community resources, currently in place, will continue to provide services, opportunities and resources to the students and staff at Robert Burns School. These include: 21st Century After School Program, BOTECH CORPORATION Robotics Program and implementing the 21 Things 4 21st Century Educators, and our retired teacher volunteers.

Promoting a Positive Learning Environment. We will work with the whole school community to build a civic culture that strengthens relationships and supports the social and emotional well being of students and staff. Urban schools face different challenges with common themes; quick fixes do not exist. School must be a safe, respectful, and caring place to foster effective teaching and learning conditions, and parents and other community stakeholders play an integral role in creating a positive school culture. Involving key stakeholder groups that include parents and community leaders to address issues and consider solutions empowers these leaders to advocate for solutions beyond the capabilities of the our school alone.

Our turnaround plan will define and provide Burns students with socially and emotionally healthy learning environments by focusing training and building a common Language of Learning fostering practices to:

- **Build positive relationships with every child every day.** Relationships between adults and children provide a supportive context for teaching new skills as well as addressing problem behavior.
- **Create supportive environments** where children know what is expected of them, what to do, when to do it and how to do it
- **Use the school's Instructional Leadership Team** to help create and implement a socially and emotionally healthy school environment
- **Identify and integrate social and emotional learning strategies** across the curriculum and within the entire school environment
- **Assess understanding and use of social and emotional well-being learning strategies** in classroom/school management as part of annual teacher and administrator performance appraisals
- Implement and monitor the MIBLSi **Positive Behavior Supports** model.
- **Integrate** professional development around the stigma and/or the impact of mental health on school climate and connectedness, classroom atmosphere, academic achievement, dropout rates, and overall school success

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model

While the elements of both the Turnaround Model and Transformation Model are contained in our comprehensive approach for school reform, the following permissible elements of the Transformation Model are heavily addressed in the STEP model we have chosen.

- Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.
- Implement a school wide Response to Intervention model.
- Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.
- Use and integrate technology-based interventions.

2. A new school model (themed, dual language academy, etc.)

Robert Burns School will become Robert Burns School of Technology as it becomes expert at using technology to support learning for all stakeholders.

ⁱ Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

ⁱⁱ Arriaza, G. (2004). Making changes that stay made: School reform and community involvement. *High School Journal*, 87, 4, 10-25.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Burns Elementary School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	A state certified Speech Teacher is needed in our building to provide speech therapy for our special education students who have existing IEP's as well as work with the RCT team to assess and diagnose possible candidates for speech therapy.	1	\$72,516	\$32,129					\$104,645
125 - Added Needs – Compensatory Education	The following materials are needed to enhance and aid student achievement. 36 Switchable Stereo headphones \$192.95 each, totalling \$6,946.20 for the reading curriculum and the accelerated reading program. 28 CPS systems @ \$975.00 totalling \$27,300.00 and 9 Touch 24 systems @ \$3,814.00 totalling \$34,325.00 will be purchased to aid teachers in their presentation of the academic material. 36 TI-84 graphic calculators @ \$114.99 totalling \$8,279.28.					\$76,850			\$76,850
125 - Added Needs – Compensatory Education	The entire Robert Burns Elementary Middle School Staff (40 people) will be taking part in an extended one hour each school day and four additional weeks (6 hours/day) onto the school year. This will allow for the additional time needed to provide varied instruction and interventions for students. As well as challenge those students who are gifted and talented.	12308h	\$400,000	\$113,240					\$513,240
125 - Added Needs – Compensatory Education	A Compact Technician will be used to engage students in career activities which will ready them for college and beyond. She will bring in businesses and vendors to present to students. She keeps track of student data and students who take part in the program who keep a 2.0 grade point average and good attendance will be awarded a college scholarship.	1	\$32,076	\$27,499					\$59,575
125 - Added Needs – Compensatory Education	The Compact Technician will use the \$5000 allocated to purchase supplies and materials for students and parents.					\$5,000			\$5,000
	Sub-Total	2/12308h	\$504,592	\$172,868		\$81,850			\$759,310

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Burns Elementary School

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	An Attendance Officer is needed to provide personal follow up with students and families with chronic tardies, truancy, and absence issues. Furthermore, an attendance officer will make home visits, court appearances, and keep records of chronic attendance issues. We must have this component because 20.5% of the student population was absent during the 2009 -2010 resulting in the school not making AYP. Attendance has been the issue for the last three consecutive years.	1	\$40,674	\$23,514					\$64,188
	Sub-Total	1	\$40,674	\$23,514					\$64,188

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	A school Counselor is needed to address the needs of the student population in the areas of positive student behavior with an emphasis on conflict resolution, bullying, and drug prevention. The counselor will also focus on providing services in the area of academic achievement as students matriculate from elementary to middle school, and then to high school.	1	\$72,516	\$32,129					\$104,645
	Sub-Total	1	\$72,516	\$32,129					\$104,645

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
213 - Support Services – Pupil – Health Services	A school nurse is needed to reduce absentism by providing intervention for students and their families regarding health care needs or health related issues impacting student attendance. The school nurse will support student success by providing health care assessments, health education, intervention, and follow up for all children within the school setting.	1	\$62,332	\$29,364					\$91,696

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Burns Elementary School

213 - Support Services – Pupil – Health Services	Health Care Supplies for Nurse					\$1,000			\$1,000
	Sub-Total	1	\$62,332	\$29,364		\$1,000			\$92,696

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
214 - Support Services – Pupil – Psychological Services	A school Psychologist is needed to evaluate students who have already been dignosed as special needs students and to particiapte on the RCT team to screen possible special needs students who have been referred by the instuctional staff.	1	\$72,516	\$32,129					\$104,645
	Sub-Total	1	\$72,516	\$32,129					\$104,645

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Instructional Specialist (3) are needed to review lesson plans weekly, lend support for improving instructional effectiveness, examine student data to design instruction that meets the needs of all students, implement instuctional programs that are research based, implement research based embedded professional development, and work collabrativly with the Pearson content coaches and principal to improve student achievement and promote a positive learning environment.	3	\$282,548	\$104,983					\$387,531
221 - Improvement of Instruction	Pearson K-12 Solutions Partner Provider				\$217,600				\$217,600
221 - Improvement of Instruction	Educational materials will consist of best practices materials in the content subject areas , educational technology supplies, data, and differentiated instruction materials.					\$5,000			\$5,000
221 - Improvement of Instruction	Professional Development is needed for administration in the form of the ASCD conference. This conference is \$3,500 and will help our leadership stay abreast of the Univerisal Design for Learning and Differentiated Instruction best practice strategies. The Michigan Reading Assocation conference is \$740.00 and will help the school administrator stay informed on the best practices and strategies in reading and the latest literature.				\$4,240				\$4,240

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Burns Elementary School

221 - Improvement of Instruction	The MIBLISI conference is \$425.00 and is used to help administrators keep up with the strategies and procedures for discipline that being currently used as the discipline as part of the behavior intervention model in their school. The cost for MDE is 3,270 and it meets several times throughout the school year and the school leadership will need to attend meetings to stay abreast of changes in laws, policies, and procedures being carried out by the Michigan Department of Education.				\$3,695				\$3,695
221 - Improvement of Instruction	The IRA conference cost is \$3500 and allows building supervisors to go to a national conference to see the changes in reading and literture on a national level. They will be able to see strategies and best practices used by other districts and be able to bring back those practices to enhance student instruction here at Burns.				\$3,500				\$3,500
221 - Improvement of Instruction	The DACTM is \$65.00 and allows the school administrator to attend this conference to experience hands on and interactive math and science lessons and demonstrations which are proven to increase students comprehension of these subject areas. The ISTE conference is \$3500 and will allow the building administrator to attend a conference which deals with issues relating to the cutting edge of technology. They will address technology in instruction, STEM, and the use of technological tools.				\$3,565				\$3,565
Sub-Total		3	\$282,548	\$104,983	\$232,600	\$5,000			\$625,131

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	An Academic Engagement Specialist is needed to provide the school with indiviual student plans for at risk students. He / She will design and implement instructional activities, materials, and strategies in classrooms, workshops, summer programs, and other appropriate settings in an effort to support targeted students.	1	\$80,932	\$35,409					\$116,341

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Burns Elementary School

Sub-Total		1	\$80,932	\$35,409					\$116,341
330 - Community Activities									
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	A Parent and Community Engagement Specialist will be used to assist the school in involving parents in the academic learning environmnet to assist children with academic achievement. They will also provide training for parents on academic and technological topics so they can better support their children in their educational endeavors.	1	\$69,155	\$25,826					\$94,981
331 - Community Activities	The \$5000 allocated to the Parent and Community Engagement Specialist will be used to provide training for parents in the form of presentors on academic and technological topics.					\$5,000			\$5,000
Sub-Total		1	\$69,155	\$25,826		\$5,000			\$99,981
Sub Total		11/12308h	\$1,185,265	\$456,222	\$232,600	\$92,850			\$1,966,937
Indirect Cost (Max Allowed: 4.45%)									\$0
Grand Total									\$1,966,937
Allocation									\$0

Burns Elementary/ Middle School
Proposed Budget

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs		A state certified Speech Teacher is needed in our building to provide speech therapy for our special education students who have existing IEP's as well as work with the RCT team to access and diagnose possible candidates for speech therapy.	72,516
		SALARIES		
		BENEFITS	Pension/Insurance/Taxes	32,129
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			An Attendance Officer is needed to provide personal follow up with students and families with chronic tardies, truancy, and absence issues. Furthermore, an attendance officer will make home visits, court appearances, and keep records of chronic attendance issues. We must have this component because 20.5% of the student population was absent during the 2009 -2010 resulting in the school not making AYP. Attendance has been the issue for the last three consecutive years.	40,674
211	Truancy/Absenteeism	SALARIES		
		BENEFITS	Pension/Insurance/Taxes	23,514
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

Burns Elementary/ Middle School
Proposed Budget

			A school Counselor is needed to address the needs of the student population in the areas of positive student behavior with an emphasis on conflict resolution, bullying, and drug prevention. The counselor will also focus on providing services in the area of academic achievement as students matriculate from elementary to middle school, and then to high school. He/she will also help students deal with self esteem and homelessness issues and work in close relation with the social worker. The number of exclusions that Burns has had this year are extremely high and a counselor will to reduce the number of student infractions.	72,516
212	Guidance Services	SALARIES		
		BENEFITS	Pension/Insurance/Taxes	32,129
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			A school nurse is needed to reduce absenteeism by providing intervention for students and their families regarding health care needs or health related issues impacting student attendance. The school nurse will support student success by providing health care assessments, health education, intervention, and follow up for all children within the school setting. This year Burns School had to exclude the majority of our 6th grade students because of failure to complete immunizations. On Count Day we had 60% in attendance because of the flu virus.	62,332
213	Health Services	SALARIES		29,364
		BENEFITS	Pension/Insurance/Taxes	
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Health Care Supplies	1,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			A school Psychologist is needed to evaluate students who have already been diagnosed as special needs students and to participate on the RCT team to screen possible special needs students who have been referred by the instructional staff.	72,516
214	Psychological Services	SALARIES		32,129
		BENEFITS	Pension/Insurance/Taxes	
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		

Burns Elementary/ Middle School
Proposed Budget

		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			Instructional Specialist (3) are needed to review lesson plans weekly, lend support for improving instructional effectiveness, examine student data to design instruction that meets the needs of all students, implement instructional programs that are research based, implement research based embedded professional development, and work collaboratively with the Pearson content coaches and principal to improve student achievement and promote a positive learning environment. Professional Development Workshops that we've scheduled will allow teachers to develop in the areas where the walk thoughts analyzed a need for support. We're seeking professional development in the areas of Differentiated Instruction, Technology Integration, Instructional Strategies, as well as best practices workshops in the content areas.	
221	Improvement of Instruction	SALARIES	Pension/Insurance/Taxes	282,548
		BENEFITS		62,226
		PURCHASED SERVICES	Pearson K-12 Solutions Partner Provider	217,600
		SUPPLIES & MATERIALS	Educational materials will consist of best practices materials in the content subject areas, educational technology supplies, data, and differentiated instruction materials.	5,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
			The following materials are needed to enhance and aid student achievement. 36 Switchable Stereo headphones \$192.95 each, totalling \$6,946.20 are needed to aid with the reading curriculum and the accerlated reading program. 28 CPS systems @ \$975.00 totalling \$27,300.00 and 9 Touch 24 systems @ \$3,814.00 totalling \$34,325.00 will be purchased to aid teachers in their presentation of the academic material. This system will allow them to create and present creative lessons for students. 36 TI-84 graphic calculators @\$114.99 totalling \$8,279.28 are needed to provide students who are in middle school with the tools that they need to be able to practive graphing various equations.	76,850.48
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

Burns Elementary/ Middle School
Proposed Budget

		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			An Academic Engagement Specialist is needed to provide the school with individual student plans for at risk students. He / She will design and implement instructional activities, materials, and strategies in classrooms, workshops, summer programs, and other appropriate settings in an effort to support targeted students.	
230	General Administration	SALARIES		80,932
		BENEFITS	Pension/Insurance/Taxes	116,341
			Professional Development is needed for administration in the form of the ASCD conference. This conference is \$3,500 and will help our leadership stay abreast of the Universal Design for Learning and Differentiated Instruction best practice strategies. The Michigan Reading Association conference is \$740.00 and will help the school administrator stay informed on the best practices and strategies in reading and the latest literature. The MIBUSI conference is \$425.00 and is used to help administrators keep up with the strategies and procedures for discipline that being currently used as the discipline as part of the behavior intervention model in their school. The cost for MDE is 3,270 and it meets several times throughout the school year and the school leadership will need to attend meetings to stay abreast of changes in laws, policies, and procedures being carried out by the Michigan Department of Education. The IRA conference cost is \$3500 and allows building supervisors to go to a national conference to see the changes in reading and literature on a national level. They will be able to see strategies and best practices used by other districts and be able to bring back those practices to enhance student instruction here at Burns. The DACTM is \$65.00 and allows the school administrator to attend this conference to experience hands on and interactive math and science lessons and demonstrations which are proven to increase students comprehension of these subject areas. The ISTE conference is \$3500 and will allow the building administrator to attend a conference which deals with issues relating to the cutting edge of technology. They will address technology in instruction, STEM, and the use of technological tools to name a few.	14,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

Burns Elementary/ Middle School
Proposed Budget

		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			The entire Robert Burns Elementary Middle School Staff will be taking part in an extended one hour each school day and four additional weeks onto the school year. This will allow for the additional time needed to provide varied instruction and interventions for students. As well as challenge those students who are gifted and talented.	400,000.00
283	Staff/Personnel Services	SALARIES		
		BENEFITS	Pension/Insurance/Taxes	109,127.26
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

Burns Elementary/ Middle School
Proposed Budget

		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			A Parent and Community Engagement Specialist will be used to assist the school in involving parents in the academic learning environment to assist children with academic achievement. They will also provide training for parents on academic and technological topics so they can better support their children in their educational endeavors. A Compact Technician will be used to engage students in career activities which will ready them for college and beyond. She will bring in businesses and vendors to present to students. She keeps track of student data and students who take part in the program who keep a 2.0 grade point average and good attendance will be awarded a college scholarship.	
311	Community Services Direction	SALARIES		101,231.20
		BENEFITS	Pension/Insurance/Taxes	53,324.56
		PURCHASED SERVICES		
			The \$5000 allocated to the Parent and Community Engagement Specialist will be used to provide training for parents in the form of presentors on academic and technological topics. The Compact Technician will use the \$5000 allocated to purchase supplies and materials for students and parents.	10,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$1,999,999.50

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Burns Elementary/ Middle School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title
ROBERT C. Bobb Emergency Financial
Manager

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
